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FINAL REPORT

JUNIOR ACHIEVEMENT OF ARMENIA

AUGUST, 1997

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Executive Summary

INTRODUCTION

The evaluation team spent a week in Armenia. During that time they interviewed the present Minister of Education, the previous Minister of Education, institute and university officials, USAID officials, Peace Corp officials, the JA ARMENIA central office staff members, regional representatives, teachers and students. They visited schools in five regions of the country -- Yerevan, Echmiadzin, Hrazdan, Artashat, and Giumri. In each region, representative principals, teachers and students were interviewed. In addition, the teachers completed a questionnaire. The team also reviewed student, teacher and financial records at the central office.

FINDINGS

- While under USAID funding, the JA ARMENIA program has involved more than 6500¹ students directly, over 125 teachers, and nearly 100 principals. Many other students have been affected, either by participating in classes taught by JA ARMENIA trained teachers, but not supported by JA ARMENIA funding, or because the JA ARMENIA students have interacted with them in discussions or by example in the sale of services or products.
- The JA ARMENIA office staff is perceived by the Ministry of Education, other educators, USAID, and the Peace Corps as a very talented and successful staff. In particular, the director has important contacts and leadership skills which have enabled her to accomplish remarkable growth in the numbers of students, teachers and schools involved, while maintaining high quality standards. The reputation of the program has continuously improved.
- The processes for selecting, training, testing, monitoring, and in servicing the teachers in the JA ARMENIA program is outstanding. It is an example that other JA programs would do well to emulate.

¹ The Executive Director Armine Hovannisian indicates that as many as 8 000 students have been directly involved.

- The materials used are well-received by the students, teachers, and principals (and even used at some institutes and universities) However, changes are needed to improve the translation and include more Armenian examples in the materials
- The students and teachers like the tests associated with the program The multiple-choice format is seen by them as appropriate, fun, and fair
- The student competitions associated with the program are well-received by the students Students are more interested in learning the course content because of the competitions
- The opportunity for the "best" student in each class to go to Summer Camp is seen as a very big incentive to study hard The students and teachers agree that the process for selecting the students to go to Summer Camp is fair They all wish that they could have the experience
- Essentially everything associated with the Summer Camp is seen by the students as excellent -- the food, the games, the guest lecturers, the competitions
- The opportunity for two or three students from Armenia to attend the international competition is also an important incentive to the best students to study hard and learn as much as they can
- The reputation of the JA ARMENIA program was very positive among all the educators, government officials, agency officials, principals and teachers we interviewed
- The program was reported by both teachers and students as having changed the career goals of many students, who now want to study economics and work to transform the Armenian economy into a market economy

RECOMMENDATIONS

Aggressively seek funding for JA ARMENIA in order to

- Expand the program into more schools and regions of the country,

- Make the improved translation of course materials with additional information particular to Armenia available to all the students who are taking the AE Course,
- Continue and expand the training, monitoring and testing of the teachers to ensure the quality of the program in each school where it is offered, and
- Expand the Summer Camp program to involve more students possibly by having two sessions of the camp

JAI, the JA ARMENIA office and the JA ARMENIA board need to work together to

- Create a plan for securing more formal financial support from the Ministry of Education and the local school principals for the JA ARMENIA program and the AE Course,
- Create a system for funding regular JA ARMENIA activities a month in advance so that the JA ARMENIA office has the money it needs ahead of time to conduct its business and pay the participants' expenses,
- Reach agreement on how best to handle unusual, or one-time-only expenses, and
- Determine how best, within existing limitations², to document payments for incidental expenses, services and products from local merchants, etc Cash register receipts are not usually given, and merchants are reluctant to sign a receipt

JA ARMENIA Board and the JA ARMENIA office staff should work together to

- Determine how best to capitalize on the contacts and talents of Executive Director Armine Hovannisian to increase the impact of the JA ARMENIA program in Armenia, and secure stable funding, and

² The present society in Armenia operates on a cash basis almost exclusively. The merchants are reluctant to give receipts. One evaluation team member even had to pay extra for a receipt when he changed a traveler's check for Drams at a local bank.

- Determine how best to utilize the talents of the other members of the staff in supporting the regional representatives and teachers in the field

INTRODUCTION TO THE PROGRAM

The Junior Achievement of Armenia (JA ARMENIA) program began in 1993 as a pilot program in eight schools. Funding, which began in September, 1994, was provided by a grant from the United States Agency for International Development (USAID). The grant has been the principal source of funding since 1994. An extension to the original grant is now under consideration. A new funding initiative through USAID is being explored as a source of funding for a related program in the future.

The JA ARMENIA program was expanded in the fall of 1994 to involve 30 schools, and by the spring of 1995 to involve 50 schools. According to the listing of the teachers, schools and test scores for program participants in 1996 and 1997, during 1996 there were 125 schools and during 1997, there were 150 classes across the five regions, not counting classes in the institutes and universities. However, two of the classes listed for 1996 were canceled during 1997. Thus the total of official³ classes, including all settings, is around 150. The program had final year end data on 134 classes. They were waiting for the rest of the information to come in from the various classes. The number of students in the 134 classes offered in the schools during 1997 who took the final test for the Applied Economics (AE) Course was 2219.

The JA ARMENIA program is offered in the main cities of Armenia and some villages surrounding Yerevan, Gumri, Artashat, Echmiadzin, and Hrazdan. Class sizes range from 4 to 32, with an average class size of 16.55. Some classes are offered as an elective in the regular day program of the school. In other schools the classes are offered after the regular school day. It is an important indicator of the perceived importance of the class to the students that so many students are willing to come back to school, after the regular school day is over, to participate in the AE Course.

The JA ARMENIA program uses the AE materials as the basic text in the course. In addition, a supplement has been prepared which augments the AE text with Armenian data and examples. The program also encourages the involvement of guest lecturers to serve as an additional resource and to provide motivation and examples. Most classes also created a

³ Information from teachers at the end of the 1997 school year showed that several teachers in the JAA program had been asked by their principals to teach additional classes not part of the official program which involved the JAA content although the texts were not always available to support these additional classes.

business project in which they identified a need, raised the capital needed to get started (usually by selling stock), created a product or service, advertised, and sold it and shared the profits

The culmination of the program for a select group of students is the Summer Camp experience. Generally, one student from each class was selected to participate in the Summer Camp based on their high score on the final test. Also, two or three students were selected from across the whole program to attend the international competition and represent Armenia.

In the report which follows, the perceptions, achievements, and processes involved in the JA ARMENIA program will be presented from the perspectives of the JA ARMENIA staff, teachers, students, and critical other sources such as USAID officials, the Ministry of Education, and the higher education community. The most compelling information is yet to become available. What will these students, trained in the JA ARMENIA program and the principles presented in the AE course, accomplish in the future? How will they aid the economic growth of Armenia? It is too soon to assess these effects. Thus, the more immediate information regarding the growth, health, and achievement within the JA ARMENIA program will be presented. If the program is not achieving its immediate goals, it is unlikely to meet the long-term purposes. However, if the program is meeting its immediate goals, there is reason to hope that the long-term benefits from the program will become a reality and prosper the Armenian people.

METHODOLOGY

Dr. Blaine R. Worthen, a professor at Utah State University and director of WIRE, was contacted and invited to submit a proposal for the evaluation of the JA ARMENIA program. Issues and questions were solicited from the Board of the Junior Achievement of Armenia, the Junior Achievement International office, and the Junior Achievement of Armenia director. Dr. Adrian Van Monfrans and staff members of the Western Institute for Research and Evaluation, L.C. developed interview protocols and questionnaires from the issues and questions provided. Questionnaires or interview protocols were prepared for the JA ARMENIA director and staff, teachers, students, USAID officials, Peace Corps officials, Ministry of Education, and members of the higher education community.

Office Visit

On the Sunday morning after arrival in Armenia, Ms. Armine K. Hovanissian, the program director, and her staff briefed the visiting team of Dr. Van Mondfrans and Anna Hairapetyan, an Armenian graduate student from Utah State University who acted as the interpreter. The director and staff reviewed the progress of the project, described the program and the roles the central staff played in the implementation and monitoring of the program, and outlined the present and future challenges and hopes for the program.

The initial briefing was very important to the evaluation team in setting the stage for the other evaluation activities. During the briefing, the director, the staff, and the evaluation team set the agenda for other visits, most of which had already been arranged, and others of which were pending our arrival and input. The director was able to arrange every visit and interview the evaluation team requested. The evaluation team had the complete cooperation of the director and the central staff. The teachers and regional representatives were also very cooperative, coming to meetings when scheduled, and staying until all the questions had been addressed.

Teacher Visits

Visits were arranged for the evaluation team to meet with teachers and regional representatives (program coordinators) in each of the 5 regions where the JA ARMENIA program is presently being taught (Yerevan, Echmiadzin, Artashat, Giumri, and Hrazdan). The teacher questionnaires were from English into Armenian under the supervision of the evaluation team, and then were distributed to and completed by the teachers. After the teachers and regional representatives completed the questionnaires, the evaluation team interacted with them about program issues, answered questions, and listened to concerns. Starting on Monday, these visits occurred on separate days, usually in the afternoon. The teachers and regional representatives were very open and friendly. The evaluation team was taken to each site by a driver provided by the JA ARMENIA program, and accompanied by a member of the central JA ARMENIA staff. A copy of the English and Armenian versions of the teacher questionnaire are included as appendix A.

Student Focus Groups

At each of the five sites, the evaluation team was also able to visit with students. A student focus group was conducted around the issues and questions in the student protocol (the protocol listed the questions which the students would be asked in the focus group interview). The students were very open, although some of the younger students were not

very vocal. In every group of students at least 4 or 5 students were very vocal, and appeared to be speaking for the group. The other, less vocal, students characteristically nodded their heads in agreement with the points being made by the more vocal students. The evaluation team leader has conducted hundreds of focus groups with students and others. He has developed the skill over the years of being able to note what the students have said verbally, but to also "read" their body language and other non-verbal cues.

The sample of students who provided information about the JA ARMENIA program included students who were presently attending, students who had been AE Course participants in previous years and attended the Summer Camp, and two students who had attended the international competition. The general perception of the evaluation team was that the students were very bright, energetic, and enthusiastic in general, and very positive about the AE Course in particular. A copy of the student protocol is included as appendix B.

Meetings with Officials

Visits were arranged by Armine with Dr. Gevork Baghdasarian, Head of Khatchatur Abovian Pedagogical Institute, Artashes Petrossian, Minister of Education, Ashot Bleyan, former Minister of Education and principal of a large, multilevel school, Robert Gabrelian, head of continuing education in the Ministry, David Lieberman, Deputy Representative of USAID/Caucasus, Melissa Schwartz, USAID project officer, and Sylva Etian, Peace Corp Director. Samples of the protocols used in these visits are in appendix C.

Summer Camp

The evaluation team visited the site of the Summer Camp. The team also attended an AE Course activity.

Review of Office Records

Documents were reviewed at the central office in Yerevan. These included copies of the instructional materials, tests, summary sheets regarding the training and monitoring of teachers, summary sheets showing the test scores of students and teachers in the program, and financial data. It is important to stress that the evaluation team was not equipped, nor as far as we know, expected to do a financial audit. Our purpose in reviewing financial information was to better understand the nature of the program, the challenges it faced, the cost centers involved, and the order of magnitude of the expenses required to run the program.

These activities and the information they elicited are the foundation for the *results* of the evaluation. The results will be presented by issue or question, bringing together the information from every source that is relevant.

RESULTS

Evaluative questions related to didactic materials

1 Are there sufficient study materials, i.e., does each student have a textbook and a study guide? The short answer to this question is Yes, in almost every class! Every student interviewed indicated that he or she had a text and study guide. Generally, the teachers also said that they had enough materials for every student. There were three teachers, all located in Giumri, who indicated that they sometimes have more students than they have texts and study guides for them to use. They did not indicate that this was a great problem. However, as will be discussed later in the section regarding the sustainability of the program, the continued growth of the program depends on continued funding for instructional materials, as well as funding for teacher expenses.

One of the issues raised by the JA ARMENIA central staff concerned a statement made to a potential funding source for materials in which it was indicated that since there were still funds in the original USAID grant, JA ARMENIA did not need money for materials. The need for materials in the future will require continuing funding. The need to revise the existing materials requires funding now.

2 Are the study materials comprehensible and attractive? In contrast to other instructional materials the evaluation team examined in the schools they visited when meeting with the students and teachers in the JA ARMENIA program, the AE Course materials are more extensive, more attractive, and include more visual aids than we generally saw in the instructional materials for other classes. Furthermore, the students liked the manner in which the classes were conducted with opportunities for discussion, thought-inducing questions, and extensive interaction with the teachers, guests, the other students in the program, and extracurricular activities such as Summer Camp. Several students indicated that the AE Course was much more interesting and instructional than other courses they were taking which involved only "read and recite" methods. In an internal evaluation by the JA ARMENIA central office staff, the results showed that 85% of

the students and teachers indicated that the study materials were excellent (42%) or good (43%)

Several students mentioned that they discussed the AE Course materials with their parents and other adults. Some parents had attended AE Course classes with their students. The discussions about economics that the students had outside the classroom with adults were characterized by the students as vigorous, and sometimes even argumentative, encounters. The students indicated that they felt on solid ground with their arguments, and sometimes the adults came to see things their way.

The teachers were somewhat less universal in their praise of the AE Course than the students. A fourth of the teachers indicated that the translation of the present materials is not always accurate, not consistent in terminology, nor as clearly stated as might be possible. A few teachers (3 or 4) stated that still more local examples are needed to teach the concepts of the AE Course in the context of Armenia. It is our understanding that both of these issues are presently being addressed. Work is underway to edit the translation and to add more local examples.

The students' highest praise regarding the materials centered around how interesting the content was to them. They found the content interesting and important. They were only slightly less positive, but still positive, about other aspects of the materials such as how easy they were to read, how easy the material, as presented, was to understand, etc.

Another attractive, and well-received, aspect of the AE Course is the use of multiple-choice tests. Virtually all the students and teachers indicated that these tests were a fun, fair, and challenging way to show what they had learned. In an evaluation by the staff, 99% of the students indicated that the tests measured their knowledge in a proper way. Most students reported that they studied very hard for the tests, and that their efforts were generally rewarded by getting high scores (including several students who got perfect scores on the final test).

The tests were in Armenian. Thus, the evaluation team leader could not read the originals, but the other team member could. She reported that the test items were generally well constructed, and appeared to address important content. The JA ARMENIA central office staff should be complemented for their efforts in creating and providing the tests for the teachers and students. While it is possible that additional work on the tests would result in

improvements, they are basically sound instruments. Short of a full-blown psychometric review and development effort, they are as good as can be expected.

As Table 1 shows, the average high score for the students across the five regions and the 134 classes (for which final data was available at the time of the visit) was 36 points out of 40 for the students in the Yerevan region classes, 36 for the students in the Hrazdan region, 37 for the students in the Giumri region, 32 for the students in the Artashat region, and 35 for the students in the Echmiadzin region. The average lowest scores are also shown in Table 1. The evaluation team asked teachers why they thought that some students scored so low on the tests. The teachers indicated that since the course was not a required course, and in some cases was an extra-curricular course, some students appeared to the teachers to not be trying to perform to their highest level. However, the majority of the students were described by the teachers as deeply interested, hard working, students who were grateful to have the opportunity.

Table 1

The number of classes, students, teachers, region's highest test score, average highest test score across classes, region's lowest test score, and average lowest test score across classes

Region	Number of classes/ students	Number of teachers	Region's highest test score	Average highest test score across classes	Region's lowest test score	Average lowest test score across classes
Yerevan	53/930	50	40	36	4	15
Hrazdan	18/305	14	40	36	6	16
Giumri	18/255	16	40	37	9	20
Artashat	20/366	17	40	32	9	12
Echmiad-zin	24/363	22	40	35	9	17

In response to questions about what changes the teachers and students might suggest in the instructional materials as pointed out above, two major themes, and one minor theme

emerged. The first major theme was that the text, which was generally highly regarded, will be revised in order to make the translation more easily read and understood by the students. One teacher wrote, "The textbook is good and attractive. The translation needs to be improved. The office representatives have already made some changes."

The second major theme was that the text needed more Armenian examples. This need is partially addressed by a supplement created by the JA ARMENIA central staff which includes statistics and examples illustrating the Armenian situation. The teachers and students reacted very favorably to the supplement, but wanted even more. They expressed the hope that in revisions of the Armenian AE Course text, such information could be incorporated. In the words of a teacher, "Changes, including more local examples."

A minor theme, mentioned by the teachers, was a desire to have more visual aids to help them illustrate concepts from the text.

3 Are the study materials used by the students? Again, the simple answer is Yes! According to the teachers, and some of the education officials and administrators we interviewed, the text and the short supplement are the only material published in Armenian on market economy and applied economics available to the students. For this reason, some institutions beyond high school are anxious to implement the AE Course as part of their curriculum. One president of an institute even mentioned that he would like to revamp his economics department to incorporate the concepts in the AE Course materials, supplanting the concepts presently being taught by the faculty.

In responding to a question regarding how the students used the materials, the teachers responded with such phrases as "with interest (19%)", "with excitement, pleasure, or satisfaction (14%)", or with a description of the processes of the course such as "the students read materials from the textbook, discuss them in class and then do the exercises from the study guide (26%)".

The students who have gone through the course felt that they had benefited with knowledge and understanding which gave them a unique advantage over other students and adults as Armenia continues its excursion into a market economy. The text book, the supplement and the study guide are viewed by the teachers, the principals, the regional representatives, the students, and the government officials we interviewed as a set of important foundation materials which teach concepts that are very relevant to Armenia's future. Thus, the AE

Course, and the JA ARMENIA program, are seen as an important element in promoting the desired changes in Armenia

Evaluative questions related to the student companies

1 How helpful are the student companies in reinforcing the textbook material? The creation of the companies, according to our interpretation of the statements of the students about the companies in our interviews with them, taught them how to start a business, how to get financing for it, and how to produce a salable product. These concepts are related to chapters 5, 6 and 7 in the text. Most classes ended up creating a company. However, some did not. The students in Giumri reported that they had not created a company more often than the students in the other regions. It appeared to the evaluation team members that the students and teachers in Giumri were still affected by the aftermath of the 1988 earthquake, suffering from a perception that they could not do in their situation what the students and teachers in other regions could do because of a lack of materials and opportunities.

One issue which might warrant further exploration and thought is related to chapters 3 and 4 in the text. The development of an entrepreneurial spirit includes developing the ability to see opportunities and needs in the situation around you, and to then implement the concepts and skills from chapters 5, 6 and 7 to meet the need or benefit from the opportunity. The example of the many entrepreneurs who provide gasoline along the roads of Armenia is clearly one which shows how a need has been met by many people taking a risk and providing a needed product. What other needs exist in Armenia? What services could be rendered? What products are needed? What resources, natural and human, exist which can be utilized to create new products, services, and awaken new needs (desires)? Such questions may result in students seeing a broader set of opportunities which can become the focus of their companies.⁴

2 How successful are the companies? and 3 Do the products or services of the companies sell? Why or why not? The students responded to a question about how profitable their company was by stating in most cases that while the company

⁴ On the trip home I sat with a man who had been in Armenia for weeks working with residents in large apartment complexes to help them understand the notion of condominiums and home-owners associations to provide a means by which the needed repairs and maintenance in the common areas in their buildings could be taken care of. For a small fee he helped owners create an association to meet the need.

was successful, it was not as profitable as they would have liked, but that the experience they gained was invaluable. The students did not indicate that their companies had lost money, although the amounts made might not adequately repay them for the time spent in money, but what they had learned from the experience was viewed by them as more than adequate recompense.

The teachers generally described the companies as profitable (69%), although some (21%) indicated that their company was either not very profitable, or not profitable. More than two-thirds of the teachers (69%) indicated that the products or services sold well. One teacher indicated that the sale of the classes' product "went unexpectedly fast and was successful." Most of the rest of the teachers indicated that the sale of their classes' product or service "wasn't successful" or was only "partly successful."

One reason given by several teachers for the lack of success in selling their product in Giumri was that the economic conditions simply prevented them from selling much. Other teachers indicated that while their students were interested in the creation of the products, they were passive in the sales promotion and advertising phases of their endeavor. Reasons given for success included the students' enthusiasm, the students had created such a good ad that the other students really wanted the product, the service they sold was greatly needed at the school, or that the students had gone the extra mile and located an independent customer who would buy all the product they could produce.

The companies sponsored entertainments (such as programs, dances, discos), made products (such as baked goods, lunches⁵, crafts), and sold services (such as developing a lunch room, selling photographs). Several of the students indicated that they donated their share of the profit from their companies to their school to rebuild, renovate, buy materials, or in other ways improve it. Most of the students indicated that the money they made in their companies was the first money they had earned from others outside their own family.

4 Were there any unexpected results related to the student companies? The students who had created a company all stated that they learned things from the experience which they had not learned from the text. The things learned were related to the amount of

⁵ One enterprising group of students noticed that their school did not have a cafeteria or lunch facility. They created a lunch room and sold lunch to the other students. Thus, needed services and products were supplied and the other students benefited from the effort. Without this service, the students would have to go home for lunch and then return for the rest of the school day.

work it takes to actually go from an idea to a profitable enterprise, how challenging it is to coordinate and involve the efforts of several people, and how difficult it is to determine how well an enterprise was going to succeed. An unspoken response, visible from how the students who had worked together on a company interacted with each other, is that such involvement together forged deeper friendships. They learned that they could really count on someone else to do their part in the enterprise. Unfortunately, they also learned that they could not always count on other students to do their part.

The teachers echoed the responses of the students regarding what the students had learned from the companies. They generally felt that the companies were an important factor in helping the students go from the theory to the practice of market economics.

Evaluative questions related to teacher training

1 Do the JA ARMENIA trained teachers have adequate and appropriate background to teach the program? The selection, training, and monitoring of the teachers is an area where the JA ARMENIA program exceeds other Junior Achievement programs which the evaluation team members have examined.

If anything is lacking in the teacher selection, training and monitoring process in the JA ARMENIA program, it is that few, if any, prospective teachers have direct experience in a market economy, nor have they in general started up a business themselves. The lack of relevant experience is also a problem in identifying possible consultants for the classes. This lack will not be resolved until Armenia has more experience with a market economy. However, the teachers report that many of them (38%) have background in economics, and others (17%) had teaching experience. One teacher stated, "Before becoming a teacher I always had in mind to be an economist." Another stated that despite the fact that she had an "economic background, [she] didn't have any knowledge about market economy." One teacher wrote that, "I used to produce and sell toys myself."

When the Peace Corps volunteers, or members of the USAID staff taught classes (and some still are), they had the advantage of having lived in a thriving market economy. They have learned many lessons, which they learn to articulate in their teaching as they cover the material in the text, simply by having been immersed in a market economy. They have adopted perspectives and developed attitudes which are consistent with the economy in

which they have lived. This is communicated to the students on both a conscious and a subconscious level.

2 How were the teachers selected and trained? 3 What methodological training did the teachers receive? When the JA ARMENIA central staff, usually the Executive Director, approaches a school to begin a JA ARMENIA program, she asks the principal to nominate two or more teachers who might be trained to offer the AE Course. Nominees then attend an ongoing AE class, if feasible. They learn much by observing the efforts of another teacher over a long period of time who is successfully implementing the program. The prospective teachers learn the material in the text and study guide as they observe the teaching. They then take tests on the material, including a test which assesses their mastery of the material and a test in which they have to perform a teaching task. Of the two, or more, nominees, the opportunity to teach the AE Course goes to the teacher who performs best on the tests. The prospective teachers take a 250 item test. They have to achieve a "passing score" of 200 points or more.

In other settings, where the prospective teachers cannot observe others teach, the prospective teachers have a chance to study the materials. They attend a four to six week training session during the Summer which covers both the content and the pedagogy involved in the JA ARMENIA program. They are then tested for content mastery and teaching ability. They also take the 250 item test and must pass it with 200 or more correct.

Most of the teachers characterize these training sessions as "very effective" and themselves as "confident in teaching the material." The local training sessions during the Summer, involving local trainers were very well received. The training provided by the central office staff was also very well received. "There were organized seminars by the office workers which were very helpful." "[The training sessions] gave us enough self-confidence for teaching the class." In an internal evaluation by the JA ARMENIA central office staff, 77% of the teachers indicated that the training was excellent (62%) or good (15%).

4 What is the system for continuing education of JA ARMENIA teachers? Once selected, the teachers are visited and observed at least twice each term by a member of the JA ARMENIA central staff, supervised frequently by the regional representative, and further trained in monthly regional training meetings sponsored, and usually conducted, by the JA ARMENIA central staff. The visits by the JA ARMENIA central staff members are not only for monitoring the performance of the teachers, but also provide an opportunity

for the JA ARMENIA staff to work directly with a teacher on his or her specific problems. The monthly training sessions, which are mandatory, are used by the JA ARMENIA central staff to teach the content which the teachers will cover during the next month, give pedagogical instruction, share teaching materials and ideas, and answer questions and discuss concerns.

Continuing teachers are tested yearly to determine their continued mastery of the material. In reviewing the JA ARMENIA records the evaluation team saw several instances in which teachers were discontinued because their content mastery scores were too low. The records also showed that the selection and training system described above is operating smoothly and with real effect.

The teachers were very positive about the amount and quality of the training they received. They were also very accepting of the amount of supervision in the program. They viewed the selection process as fair and demanding. They even expressed that they liked taking the tests, especially multiple-choice tests.

The evaluation team members feel that the system for selecting, training, and monitoring the teachers in the JA ARMENIA program is sound and could well serve as an example to programs sponsored by JAI and other organizations utilizing volunteer teachers. The care taken by the JA ARMENIA central office team in selecting the possible teachers, training them, testing their knowledge and pedagogical abilities, monitoring them frequently, and providing in-service training is exemplary. It far surpasses the usual levels of training and supervision in other similar programs.

5 What status do JA ARMENIA teachers have with the Ministry of Education? With the change in the Minister of Education the relationship of the JA ARMENIA program with the Ministry has changed somewhat. The previous Minister had taken a very active and supportive role in the implementation and dissemination of the AE Course. He had even taught a class. In his interview he mentioned several times that the content in the program was very needed in his country. He greatly praised the JA ARMENIA director and central staff. He expressed his full support for the teachers and indicated that they had full rights to offer the class for credit in the schools. The building principals also simply accepted the JA ARMENIA teachers as a part of their staff. Of course, many of those trained to teach the AE Course were regular daytime teachers. But, the acceptance included those who were not regular daytime teachers.

With the change in Ministers, the nature of the relationship between the Minister of Education and the JA ARMENIA program has changed. The present Minister is still supportive of the program. He said only positive things about the program, the teachers, and the director and central staff. There did not appear to be any inclination on his part to question the validity of the teachers or the content as part of the educational system under his direction. However, his style appears to be different from the previous Minister. He appears to administer through channels, and take a much less active role in the actual daily affairs of the schools. He also does not directly participate in the JA ARMENIA program, although he stated that he desired to have the program in all the appropriate schools. He indicated that a new text, covering content like that in the AE Course text, was on his list for development, slated for completion before 2000. He indicated that the proposed author was in contact with the JA ARMENIA program director, and hoped that they could work together to develop the national text.

The teachers indicated that they feel that "both the Ministry of Education and the other teachers view them positively." "The subject (the AE Course) was included in the curriculum at the school." "Other teachers also show an interest in it." "I think that the Ministry of Education has a lot to adopt from the program, other teachers are jealous." Clearly, the teachers generally see themselves as accepted by the other teachers, the content they teach as approved by the Ministry of Education and the other teachers, and the program as respected in their school. On the other hand, a few teachers expressed some concern that other teachers in their school are jealous of them, do not respect the program as having a place in the school like other, required courses, and the Ministry of Education as not as supportive as it should be.

Most of those teaching the AE Course are teachers from the regular classroom. A few are volunteers from the community (often trained in economics) or from agencies like USAID and the Peace Corp.

Evaluative questions related to guest lecturers

1 How are the guest lecturers selected? The JA ARMENIA director and central staff members and the regional representatives, along with the teachers, are involved in identifying possible guest lecturers for the classes. They use their contacts in the government, the community and in the other regions to find candidates. A few teachers

indicated that they had utilized a guest lecturer they had found on their own, although they had usually cleared the guest lecturer with the regional representative or someone from the central office before having them come

About 20% of the teachers indicated that they did not have a guest lecturer present to their students this year. The rest of the teachers indicated that they had one or more guest lecturers. The largest number of guests came from the business community, many also came from the financial community, and others included scientists, tax agency workers, and professors.

The general picture is that guest lecturers with a lot of experience in a market economy are relatively hard to find. There are simply too few people in Armenia who have lived in, and succeeded in, a market economy who are available to spend time during the day with the students in the AE Course. And when you consider how many classes there are, and how spread out they are across the country, it is not possible for a small group of guest lecturers to meet the need. Where Peace Corps volunteers are available they sometimes serve as guest lecturers.

2 What did the students think of their guest lecturers? 3 Do guest lecturers impart helpful knowledge to the students? 4 Do guest lecturers enrich the students' experience? The students expressed their appreciation for the efforts of the guest lecturers who had come to their class. In most cases they were stimulated and encouraged by the guest lecturer. The students mentioned how motivating it was to have someone successful and important come to tell them about how his or her profession. When the guest lecturers were not successful business people, the insights they gave about how the economy is working in Armenia, and what challenges must be overcome, were also seen by the students as interesting. The use of guest lecturers appears to be an important element of the program for both instructional and motivational reasons, but at this point in the implementation of the JA ARMENIA program it is still in need of further development for the reasons given above.

The teachers characterized the students' reactions to the guest lecturers as showing "excitement and interest" (62%). The teachers felt that their students, although some of them were shy, asked intelligent questions. The guest lecturers were also described by the teachers as sources of practical information, encouragement, and examples. One teacher characterized the nature of the students' interaction with the guest lecturers as "The

students are very excited to have guest lecturers. Each meeting is held in a warm atmosphere and the students get answers on their various questions." Once again, as pointed out above, the students in the AE Course are able and anxious to engage others in conversations about economics. They appear to be sufficiently sure of themselves that they are willing to ask insightful and challenging questions and express strong opinions when interacting with older, more seasoned adults.

About a third of the students who had guest lecturers come to their class indicated that the guest "talked above them." When asked to describe what they meant by this, the students indicated that they used terminology and gave examples beyond their experience. "I wish they would use the words in the book."

Evaluative questions related to JA ARMENIA's extracurricular activities (i.e., student competitions and camps)

1 How are the participants for the student competitions selected? Is this process fair and clearly outlined? There are competitions within classes, between classes and at the national and international level. The competitions within and between classes are participated in by anyone who wishes to take part. The students like to compete. They stated that these competitions helped motivate to learn the material to a very high degree of accuracy and completeness since they had to be quick and strictly correct to win the competitions. Thus, the competitions encouraged the students to know the course content very well. In addition, the competitions for advertisements were both demanding and fun. The students felt that they learned a lot about how to advertise their product or services. And the students learned that different talents were important in creating and marketing a product. The students were quick to indicate that the competitions were always strictly fair. The best won. They expressed no reservations about this. This is important because the students perceive that in the larger society much that happens is "not fair." Connections, status, etc., are seen by them as more important to winning acclaim or opportunity in the larger society than ability. But, in the JA ARMENIA program and the competitions associated with the AE Course, ability and effort counts, not connections or status. Some teachers called this the "spirit of Junior Achievement." The central office staff indicated that they are very careful to ensure that all competitions within the JA ARMENIA program are strictly fair, and conducted according to exacting guidelines. All the teachers who commented on the issue indicated that they feel that the competitions are strictly fair. As one teacher said, "Of course its fair."

The teachers were unanimous in their approval of the competitions. They stated that the effects of the competitions were always positive. One stated that, "The competitions are the best part in the program." Another stated that, "During the competitions the students are excited and enthusiastic, which is very positive."

Access to the national and international competitions is seen by both the students and teachers as strictly according to ability.

2 Do the competitions act as incentives for students to do better in their studies? As mentioned above, the students respond very positively to the competitions. They know that they have to master the material completely and accurately in order to win. This is a powerful incentive for them to study hard, review, and even practice answering questions. The students also said that the competitions made the class more fun and exciting. And, since they viewed the competitions as fair, the students were very supportive and happy for the winners.

The teachers see the competitions as a powerful factor in encouraging the students to learn, keeping them interested in the material, and rewarding excellence. There were no negative comments made by the teachers regarding the competitions.

3 What effect does the Junior Achievement International competition have on the participating students? The opportunity to attend the International competition is seen by the best students in the JA ARMENIA program as the apex of participation in the JA ARMENIA program. They want to be the one selected, but know that they must be the best to be chosen. Students who had attended the international competition indicated that the other students in the JA ARMENIA program that they had met were very enthusiastic about the opportunity enjoyed by the students who attended the international competition. The other students were also admiring of them because they had done so well in representing JA ARMENIA. The students who had attended the international competition were invited to speak to some AE classes after their trip. The teachers and students in those classes commented that this engendered enthusiasm in the students presently in the program to work hard to have a chance at the opportunity to go.

However, even though going to the international competition is the highest honor participants can look forward to in the JA ARMENIA program, because so few can go it is not as important an incentive as the Summer Camp

4 What do students gain from the Summer Camp? In the view of the evaluation team, the Summer Camp is *the* incentive for the program. All the students we interviewed who had attended the Summer Camp stated that this was a great experience. The other students, who had not been selected to attend Summer Camp, stated that they wished they could have gone. The students who had attended listed many advantages they had received from the camp. First, everything about the camp was excellent (with the single exception that some rented facilities could have been cleaner) -- the food, the staff, the visiting lecturers, the learning games they played, the fellowship, the competitions, etc. Their enthusiasm when talking about Summer Camp was compelling. It not only made the other students desirous of going, but even made the evaluation team wish that they could have the experience.

It must be mentioned here that the students in the interviews were unanimous that the selection of those who could go to camp was done on the basis of merit alone, and was based on the performance of the students in a class on the final test. The student with the highest score was selected, regardless of other factors. If more than one student got the highest score, the selection was accomplished by drawing lots. The evaluation team was present when the student from one AE Course, who had achieved the highest score on the final test and thus had been selected to go to Summer Camp, was announced. The young lady who had won was overcome with emotion. The other AE Course students rallied around her, and the other non-AE Course students present honored her. It was a touching moment.

The teachers view the effects of the camp as very positive. They indicate that the students chosen to go to camp were those with the highest test scores. They see the competition as fair. "The camp makes [the students] enthusiastic." "[The camp] has a tremendous effect on the students."

5 Does participation in camp reinforce students' knowledge of economics? What other advantages do students gain from camp? The students who attended Summer Camp indicated that they benefited greatly from the learning games they played. The Stock Market game gave them insights into how the stock market works. Other games

helped them to see different approaches to marketing a product, creating a product, and so on. The guest speakers motivated them to want to continue to learn more about economics, and encouraged them to look for opportunities to create companies which will benefit them and their country. The interaction between the JA ARMENIA staff at camp and the students were also mentioned as a very positive aspect of the camp. The students left camp "feeling good, knowing that they could do it [succeed in the future], and with new friends they could work with in the future."

6 Does participation in the camp enhance students' interpersonal relationships? As mentioned above, the students at camp became friends. Furthermore, they saw each other as valuable contacts and potential partners for the future. The combination of being one of the best, living, working, and learning with the best, and sharing good food and fun results in a high level of camaraderie.

One teacher stated, "The students who had a chance to be in the camp have a very good relationship after too. They miss each other and keep in touch."

7 How does participation in camp affect student attitude about JA ARMENIA? A critical factor in the opinion of the evaluation team with respect to students' attitudes regarding JA ARMENIA as affected by the camp is that the competition to go to camp is scrupulously fair. Since it is, and the students and teachers know it is, camp is seen as an honor won fair and square by excellent performance. The message is that if you do the best, you will have the benefit of camp. And since camp is seen as such a positive experience, it is a powerful incentive to all the serious students in the AE Course classes. Thus, camp is the culminating experience for most classes. Since only one student from each class is allowed to go, most students look forward to the competition, and hope to do well. And, since the competition is viewed as fair, if they do not win the opportunity to go to camp, they are not resentful of the student who does. Camp is a great reward for the winners, and an incentive for the other students to try their best.

COMMENTS REGARDING THE PERCEIVED EFFECTS OF THE JA ARMENIA PROGRAM ON STUDENTS

Several teachers stated that "most" or "many" of their students had chosen an economics major for their higher education. "I should say that the program had a great influence on the students' professional preferences." Teachers also mentioned that "the program makes

it easy for students to make choices in different life situations " "The students' general knowledge level has been influenced positively by the program " "The students receive very useful practical skills " And, finally, teachers saw the program as preparing "knowledgeable and experienced specialists for the country"

Nearly 70% (69.3%) of the students felt that they would really use the knowledge they had received in the AE Course. In addition, nearly 90% (89.2%) indicated that the program had a positive effect on their future plans. This is certainly supported by the perceptions of the teachers regarding the number of students who had been influenced to study economics in the future.

In the 1996 *Armenia Human Development Report* published by UNDP, Yerevan, 1996, several goals for educational reform were listed. "There is an obvious need to accelerate the reforms in the educational system. They should include: 1 reduction of the inflated number of schools and schoolteachers, the subsequent savings will ensure the persistence of free instruction for basic subjects, 2 training of new educators and reeducation of currently employed teachers, 3 providing parents and communities with an opportunity to secure additional paid classes and subjects in the schools, 4 introduction of reformed professional orientation classes at the secondary school level, 5 preparation of textbooks with reformed content and an increase in their supply, 6 responsiveness of the university education system to the requirements of the emerging market, 7 financial independence for educational institutions" (page 33). The obvious match between several of these goals and the JA ARMENIA program is dramatic. The existing teacher corp could be retrained (goals 2 and 4) and reassigned (goal 2) to teach the AE Course. The training that is offered by the JA ARMENIA central office staff, and the selected regional representatives is excellent. It clearly focusses on skills and content that meet the criterion of being reformed, different from what has existed. The AE Course materials present content different from the economics courses in the past (goal 5). In some schools that AE Course is taught after the regular school day, making it natural for the parents to pay for the course (goal 3).

Clearly, the program is an important part of the future of education and economics in Armenia. The bright-eyed, spirited students we saw in the interviews are excited about the experiences they had in the AE Course. They look forward to the future with hope, possessed of skills and understanding beyond their age peers and filled with the spirit of Junior Achievement.

THE EFFICIENCY OF THE JA ARMENIA PROGRAM

The per pupil costs during high growth periods or expansion of a program are almost always greater than the per pupil costs later in the process of maintenance. At first, each new site takes considerable effort to identify, train, and equip. JA Armenia is still in its high growth period. Later, the program can carry on at lower per pupil costs since a cadre of trained teachers already exists, the training mechanism for new teachers is established, the program's reputation carries it into new sites with greater ease, and the costs of creating, translating, and producing materials is amortized over more students. These comments are intended to establish the idea that as the program progresses to become a continuing program at a school, rather than a newly instituted program, the per pupil costs will be lower. Thus, the initial estimates of the costs of the program, as the start-up costs are amortized over a smaller number of students will always appear relatively high.

The best counts available to us as an evaluation team (from the form which provided the basic information in Table 1) are that the program directly involves 119 teachers and 2219 students at the present time. Other information from Armine lists 150 classes this year. Because the amount spent is less than the full amount of the grant, and previous counts of students were not collected by the evaluation team, we will create a high and low estimate of the costs per pupil, based on assumptions about the program size and cost. Based on this year's figures the average number of students per class is between 16 and 17. Last year there were 125 classes at the end of the year, 50 the year before, and 30 the year before that -- the first year of the USAID grant. It has also been brought to our attention that some teachers in the JA ARMENIA program have been asked by their principals to offer additional classes, not formally supported by JA ARMENIA, in order to provide even more students with the opportunity to learn the concepts and principles of the AE Course. Thus, so far more than 375 classes have been taught ($30 + 50 + 125 + 150 = 375$, plus an undisclosed number of "bootleg" classes). The number of students can be estimated as 17 times 375, or 6,375. If the grant is extended until November, as was being discussed during our visit with the USAID director and project officer, still more students will be involved. Using 6,375 students as a conservative estimate of the number of students directly benefited, and dividing that figure into the grant amount (either how much has been spent to date, estimated at about \$400,000.00, or the total amount of about \$650,000.00⁶) we get a low estimate of the cost per pupil of about \$63.00 per pupil and a high of about

⁶Not all of the money from USAID is available to the program in Armenia. Some funding supported JAI efforts.

\$102 per pupil. These costs become much lower if you take into account the other students taught by teachers prepared through the JA ARMENIA program, trained by the JA ARMENIA program and using JA ARMENIA materials, but not formally supported by the JA ARMENIA program. The number of additional students in these unofficial classes (from the viewpoint of the JA ARMENIA program) is estimated at about 400. Taking them into account as well as the students in the formally supported AE Courses, the new cost per pupil figures range from a low of \$59 to a high of \$96. These cost estimates should not be construed as the probable costs of continuing the program in the future since some of the costs already incurred will continue to pay benefits in the future without requiring as much money in future support. However, future costs will be incurred for new materials, replacement of materials, additional materials as additional classes are added, teacher's travel stipends, central office staff salaries, costs associated with identifying, training and monitoring new teachers, continued training and monitoring of continuing teachers, the costs associated with the Summer Camp, and so on.

While many assumptions are contained in the cost estimates presented above, and each assumption can be questioned and new numbers substituted, the critical issues are the value of the program as it pertains to the future of Armenia, the costs of other alternatives (if they exist) which address the same needs, and the effectiveness of the JA ARMENIA program. The information shared above strongly suggests that the JA ARMENIA program is doing what it is designed to do at a high level of effectiveness. A new cadre of bright, enthusiastic students is receiving knowledge and skill in Applied Economics in support of the further implementation of a market economy in Armenia. This training is not otherwise available in Armenia. Many of the students who have received the training in the schools are now considering an economics major in higher education, with an interest in, and understanding of, market economy principles. This contrasts with most of the economic training available in Armenia which features socialistic economic principles.

Thus, the JA ARMENIA program presently meets a need which many educators and some government officials see as important to the future of Armenia. It does well in initiating bright students in the study of market economy principles. It is the most wide-spread, and possibly the only program, which addresses this need at the present time. And it does it at a relatively modest cost per pupil at the present time, with the possibility that these costs will go down over time as the program costs are amortized over more pupils.

THE SUSTAINABILITY OF THE JA ARMENIA PROGRAM

Discussions with the JA ARMENIA central office staff, USAID officials and the Minister of Education resulted in the identification of several factors which effect the probable future of the JA ARMENIA program. These will be discussed below.

At present, the education enterprise in Armenia is tremendously underfunded. There are many more needs than can be met with the funds and other resources available. It appears likely that existing funds will be taxed to the fullest in providing the support needed to continue existing programs. Most buildings are in need of repair. Instructional materials are needed in many areas. The Ministry of Education has a list, several pages long, of texts which need to be written and published before the end of the century. Well down on that list is the economics text which is intended to address some of the same issues as the existing JA ARMENIA text materials for the AE Course. In our interview with the Minister of Education it was made clear that JA ARMENIA could not expect financial help from his office. If schools used an existing resource, that is, the JA ARMENIA teachers were regularly employed teachers at the school and the program was one of the electives which the school principal wanted to have available to his or her students, then the program might be able to continue at those schools. However, assistance in publishing JA ARMENIA materials, making them available to more students, training teachers, offering classes outside the regular day program, or in other ways making the JA ARMENIA program available to more students is not likely from this source.

USAID officials indicated that even if JA ARMENIA were successful in obtaining an extension for the present program, new funding would not be available for the program in its present form in the future. This is not a result of any concern at USAID about the JA ARMENIA program, its materials, its level of success in the past, or its staff, but rather a reflection of the funding initiatives of USAID. USAID, like many other funding agencies, changes its funding priorities frequently, moving on to meet other needs and opportunities. The USAID officials indicated that they have been working with the JA ARMENIA program director to identify funding initiatives allowed under next year's guidelines which might enable the JA ARMENIA program to continue in some form with USAID support. USAID is able to fund civic education programs. The JA ARMENIA director is hopeful that including JA ARMENIA principles in a civics education program will allow some future support for the AE Course, refocussed and renamed, to continue and even expand to

other schools. This is an issue which the JA ARMENIA Board needs to be concerned with and discuss with Armine.

The building principals we interviewed were very positive about having the JA ARMENIA program available to their students. Similarly, the heads of the institutes and colleges we interviewed were also desirous of having JA ARMENIA materials and principles as part of the program at their institution. Those who had built the JA ARMENIA program into their school's regular day curriculum were fairly certain that they could sustain the program at their school. In those schools where the program was offered in addition to the regular school program, with teacher expenses paid out of the JA ARMENIA office, it was not very likely that the program would continue without outside funding. This is a reflection of the economic conditions, not a reflection of the attitudes of the principals toward the program. They wanted the program, and more of it, but they don't even have funding enough to meet their regular school commitments.

However, since the JA ARMENIA teachers are being asked by the principal in some schools in which they teach to extend the program to other students in the school, it is probable that in at least some schools where the program already exists the program will continue, and even grow. In some regions these additional classes involved as many as 20% of all ninth grade students in the schools. In these classes, not officially supported by JA ARMENIA, the students do not have access to the study materials to the same extent as the students in the official JA ARMENIA supported classes. In these classes the building principal is paying the teachers and the other expenses from the regular school budget. This shows that in at least some schools, the program is likely to continue regardless of whether outside funding is available. The primary issue becomes how to support the whole effort adequately, even when the principals are willing to pay some expenses. The unofficial classes need the JA ARMENIA materials to adequately support the teaching/learning process. The schools do not have funding to secure these materials in the amounts needed, nor are there similar texts already published which they could purchase. Further, the information presented above shows the value of competitions, Summer Camp, and the other support efforts of the central office to the overall success of the program. These unofficial classes do not have these additional opportunities available to them. Thus, they lose the value of these opportunities in teaching their students.

A critical issue for the future of the JA Armenia program is how to provide for the continuing leadership of the program. In interviews with the Minister of Education, the

former Minister of Education, the heads of institutes and colleges, the continuing education officer in the Ministry of Education, building principals, and USAID officials a consistent and very positive picture of Armine emerged. She was viewed by the Minister(s), the USAID officials, and the principals as "the only person who could have pulled so much off". Her contacts in Armenia with the Armenian government and schools, and with crucial persons in the American presence in Armenia were significant in obtaining support.

The USAID officials indicated that they portrayed the JA ARMENIA program in Armenia as one of two programs they always had their visitors review, even though it was one of the smaller programs in terms of funding level. David Lieberman stated that he knew they would come away impressed with the program, the JA ARMENIA staff, and completely satisfied that they had been very responsible in accounting for the funds spent.

The building principals and the teachers were favorably impressed with Armine. The teachers stated that they could call the central office, or visit it, and get answers to their questions. They felt the support of Armine for them and the program. The teachers, of course, wanted more money, but other than that they were not critical of the operation of the program or the personnel with whom they interacted.

Such powerful leadership is needed now, and into the future. In addition, a deputy director should be identified to provide for future contingencies as the program continues to grow and leadership roles change.

A major issue to be addressed in the next evaluation is how much funding is absolutely necessary to sustain the program as it presently is, to add additional sites, and to renew and upgrade instructional materials.

RECOMMENDATIONS

Aggressively seek funding for JA ARMENIA in order to

- Expand the program into more schools and regions of the country,
- Maintain current leadership and hire a deputy director. The current Executive Director is critical to the expansion of the program. The deputy director should be in place to provide for future contingencies,

- Make the improved translation with additional information particular to Armenia available to all the students who are taking the AE Course,
- Continue and expand the training, monitoring and testing of the teachers to ensure the quality of the program in each school where it is offered, and
- Expand the Summer Camp program to involve more students, possible by having two sessions of the camp

JAI, the JA ARMENIA office and the JA ARMENIA board need to work together to

- Create a plan for securing more formal financial support from the Ministry of Education and the local school principals for the JA ARMENIA program and the AE Course,
- Create a system for funding normal JA ARMENIA activities a month in advance so that the JA ARMENIA office has the money it needs ahead of time to conduct its business and pay the participants' expenses,
- Reach agreement on how best to handle unusual, or one-time-only expenses, and
- Determine how best, within existing limitations⁷, to document payments for incidental expenses, services and products from local merchants, etc Cash register receipts are not usually given, and merchants are reluctant to sign a receipt

JA ARMENIA Board and the JA ARMENIA office staff should work together to

- Determine how best to capitalize on Armine's unusual contacts and talents to increase the impact of the JA ARMENIA program in Armenia, and secure stable funding, and

⁷ The present society in Armenia operates on a cash basis almost exclusively. The merchants are reluctant to give receipts. One evaluation team member even had to pay extra for a receipt when he changed a traveler's check for Drams at a local bank.

- Determine how best to utilize the talents of the other members of the staff in supporting the regional representatives and teachers in the field

Appendix A
Teacher Questionnaires

TEACHER QUESTIONS

1 Do the students have sufficient study materials for the JAA program? Does each student have a textbook and a study guide?

2 Are the study materials attractive and easily comprehended by the students? Are there *any* changes necessary to make them better? Content? Practice exercise? Format? etc

3 How do the students use the study materials?

4 How have the students participated in the creation, production and marketing of a product -- the "company" aspect of the program? How well does the "company" aspect of the program support the textbook material?

5 Have the companies been successful as a learning tool? As a profit creating exercise?

6 How well do the products and/or products of the companies sell? Why do they succeed or not succeed in selling?

7 Did any unexpected successes or problems arise out of the company aspect of the program?

8 What relevant background training and experiences did you have when you became associated with the program?

9 What training did you receive after you became associated with the program? Who did the training? How did you feel about the training you received? Was it sufficient for you to be confident and successful in your efforts to implement the program?

10 How were you selected to participate in the program?

11 What training did you receive in how to teach and implement the program? How to teach? What to teach? How to go about doing the various aspects of the program?

12 Do you continue to receive training, or was it just a one time effort? If you have continuing training, what kinds of training do you receive? By whom? Where?

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13 How do you think that Ministry of Education views the program? What status do you think you have as a teacher in the program in the eyes of the Ministry of Education? What role and status do you have in the eyes of the other teachers in your school?

14 Did you have "guest lecturers" in your program? If so, who were they? How were they selected? By whom?

15 How did the students respond to the guest lecturers? Did the students have an enriched experience because of the guest lecturers? What special role, information, encouragement, etc did the guest lecturers provide beyond what you, as the teacher, could provide?

16 How were the student participants in the JAA program selected? Do you think that they selection was fair and clearly outlined?

17 What are some of the major effects of the JAA program on the students? How do you know that they are being effected in these ways?

18 Do the competitions associated with the JAA program help students to do better in the program? Do they increase their motivation to do well in their studies? In their companies?

19 Who judges the competitions? Do you feel that their judgments are fair and appropriate?

20 Did any of your students participate in the JAA camp? If so, how were they selected?

21 What special value does the camp have for students in the JAA program? What kinds of things happen there that are unique to the camp? How does the camp reinforce what is learned in the classes and other experiences of JAA?

22 How does the camp experience effect the relationships that the students have with each other, and with other JAA students who did not go to camp? How does going to the camp effect the student's attitudes about JAA?

23 Whom have you called the last time or two when you have a question or problem about the JAA program? How helpful was their response in solving the concern? How helpful to you is the Armenian office of the JA program? What kinds of things have they helped you with? What other kinds of help do you wish you had?

24 Are you aware that the Junior Achievement of Armenia program has a Board of Directors, located in the USA? If yes, what role do they play in helping the JAA program succeed? What else should they be doing to help?

25 Are you aware that there is a Junior Achievement International office located in the USA? If yes, what role do they play in the success of the JAA program? What else should they be doing?

Appendix B
Student Questionnaire

STUDENT QUESTIONS

1 Did you have a textbook and a study guide which you could use whenever you needed it in your JAA program?

2 What do you think of the study materials? Are they clear? Is the content important? Do you think they need to be changed in any way? If so, how?

3 Did you work with your fellow students in creating, producing and marketing a product or service to others? If so, what product or service did you sell?

4 How did the creation of a "company" help you to learn the ideas and practices associated with the JAA program? What else did you learn from participating in the company?

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5 Did your company make a profit? Was it worth it to you to do the work you did? Why did you (or did you not) make a profit?

6 Did anything unexpected happen as you worked with the other students to create a company? If so, what?

7 Did you learn anything from the company experience that you did not (could not) learn from the study materials? What?

42

8 Did you have guest lecturers come to your class and share with you their knowledge and experience? If so, what did you learn from them beyond what you already knew from the study materials and/or the company experience? Did the guest lecturers help you want to participate in JAA program more?

9 Did you like the guest lecturer(s) who came? Why?

10 Did you participate in any of the competitions associated with the JAA program? If so, which? What did you learn about yourself and the JAA program through these competitions?

11 How are students selected to participate in the competitions? Do you feel that the selection process is fair and appropriate?

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12 How do you feel about the competitions? What do you like about them? What don't you like about them?

13 Do the competitions help you to want to learn more and do better in your JAA activities? How?

14 Did any of you participate in the international competition? Do you know any Armenian students who did? What do you think about the international competition? How does it help you in the JAA program to have these competitions?

44

15 Did any of you attend the JAA Summer camp? If so, how did you like it? What did you learn at camp that you did not learn in class? Would you recommend that other students attend camp? Why?

16 If no one attended camp, why not? Do you think that it would be a good thing to attend? Did you try, but weren't selected? If you didn't try, why not?

45